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Peculiarities of teaching foreign language in the terms of content and language integrated learning

This article shows the importance of foreign language teaching in the context of the content and language integrated learning; the main problems of teaching a foreign language to students of non-linguistic specialties of universities are discussed, the main challenges of training future professionals of chemistry and biology to the profession are identified. As an example, the specialty "5B072100-Chemical technology of inorganic substances" and the specialty "5B010700-Biotechnology", it is given the calculation of hours allocated to the discipline "Foreign language", according to a standard academic programme. The authors have studied and analyzed scientific and literary sources of Kazakhstani and foreign scientists on the researched topic. The definition of the content and language integrated learning is given where the prospects of its application in the field of higher education are considered. The authors have concluded that the study of a foreign language should be based on an interdisciplinary integrative manner; Training should be aimed at the development of multi-component general cultural and professional competence of students. In order to implement the concept of CLIL at the level of higher education it is proposed conducting subject courses in a foreign language that would be a good step in language training.

Keywords: integration; professional competence; sociocultural and professional competencies; professional communication; foreign language for non-linguistic students; transitive; cumulative and determining stages of learning; methodology of content and language integrated learning.

In today's world with the expansion of international relations in the political, socio-economic and cultural spheres of society significantly increases the role of foreign language (FL) in the integration process of Kazakhstan educational and scientific organizations in the world community.

The program of development of Ye.A. Buketov University aimed at creating conditions for deeper integration with the university education, research innovation centers [1]. The key to a successful career of any professional is active knowledge of foreign languages as cultural and community level and in the field of professional communication. In this regard, there is a particular relevance question about teaching FL for non-linguistic specialties universities. It is believed that the main criterion for the quality of graduates training is professional competence [2]. Communicative and professional needs of the future experts suggest the creation of differentiated education systems and manuals, adequate to target settings in foreign language communication of different professional fields. Many researchers emphasize the high importance of "cultural capital" of any competitive specialist, i.e. human wealth in the form of basic values, norms, intellectual, moral and social characteristics that define his professional competence [3]. The paradox of the current situation lies in the fact that the demands on the level of language skills of the future experts do not fully correspond to the volume allocated for practical training semester hours (in the framework of the basic program) necessary to achieve this goal. In particular, this issue affects students in such specialties as "Chemical technology of inorganic substances" and "Power system".

Studying in higher education, the learning process is as follows:

1) Transitive (1 semester). Student's gradual entry into learning process, adapting to the new conditions, the mastery of different types of learning activities (listening to lectures and take notes, prepare for practical training);

2) Cumulative (2 semester). Gradual improvement in objective and subjective indicators of students' activities is characterized, due to new information, involvement in professional activities;

3) Determining (7 and subsequent semesters). Previous representations are changed, corrected, summarized, it is produced more or less stable model of professional activity [4]. According to the curriculum (see table), language training of future specialists direction " Chemical technology of inorganic substances" and "Biotechnology" most intensively carried out during the transitional period, partially affecting the storage, while a direct introduction to the professional field of activity is carried out after the passage of FL basic course in high school (Table).

Curriculum of Bachelor and Master's degree

	«Chemical technology of inorganic substances»		«Biotechnology»	
	Practical classes/hours	Student's individual work/hours	Practical classes/hours	Student's individual work/hours
Bachelor (1–2 semester)	30	45	30	45
Master's degree student	60	60	60	60

In the period of study in master's degree program the practical lessons on foreign language is greatly reduced, even though at this stage the future specialists most actively involved in the process of development of professional standards and values. Along with practical lessons (PL) present a component of the educational process as an independent work of students (IWS), which is used in practice not effectively for improving their knowledge of foreign language. Foreign researchers in the field of teaching foreign languages for specific purposes (LSP - Language for Specific Purposes) emphasize the importance of active development of the following aspects of the foreign language functioning for professional development of specialists in the context of globalization: speaking and listening - for presentations, teleconferences and communication with colleagues and telephone customers; reading and writing - for writing and studying electronic reporting messages, memos, reports in high school; meetings, and so on [5]. However, due to the small number of class hours allocated to the program on the FL study on non-language faculties for the most part in the transition phase of training, these issues are neglected. It is important to note that the objectives of the "Foreign Language" discipline is to increase the initial level of language proficiency, teaching practical language proficiency for further self-study and solution of social and communicative tasks in everyday and professional communications [6]. While teaching foreign language mainly on transition training (bachelors of I and II courses) and insufficient to define the stages (undergraduates) with a long break for the most important storage stage of education does not seem to be fully effective within a communicative, professionally-activity and socio-cultural approaches. In other words, the interruption of the process of studying foreign language to the storage period of study at the university when in fact begins teaching specialized disciplines and inclusion of students to professional work, is not the achievement of these objectives.

It is necessary to take into account the fact that discipline "Foreign Language" in general is not included in the curriculum of some specialties in Ye.A.Buketov University at the determining stage of training, and only a small percentage of high school graduates continue training in a master's degree programme, where a foreign language still remains one of the subjects which is studied. Therefore, at the time of graduation, students should master the language in insufficient volume for productive and effective professional communication and previously acquired communication skills without constant language practice is being lost that prevents to be a successful professional specialists.

According to documents on the modernization of higher education, foreign language should be an integral part of the training of experts in high school; learning a foreign language should be based on an interdisciplinary integrative manner; training should be aimed at the development of multicomponent general cultural and professional competence of students [6].

In this regard, an interesting and topical subject seems to be modern technique and language integrated learning - CLIL (Content and Language Integrated Learning). The term was introduced by D. Marsh in 1994 to designate the totality of the content of the study methods (of any object) through a foreign or second language, while at the same time what the language is studied by itself. D. Marsh refers CLIL to situations where a subject is taught through a foreign language with a dual purpose - the simultaneous study of the content of the subject and a foreign language. According to K. Bentley, CLIL is a new approach in education, where subjects are taught through the medium of the non-native language [7].

D. Coyle formulates the basic principles of object-language integrated learning (4 "Cs" of CLIL):

1) Content - the content (the receipt and understanding of new knowledge, skills). This principle aims to study the content of a particular subject and the acquisition of knowledge and skills on the subject at the center of the learning process that takes place through another language.

2) Communication – communication system (interaction, learning the use of language and the use of language to acquire knowledge). The second principle defines language as a channel for communication and learning. The language is studied by using it in authentic, "unrehearsed" situations.

3) Cognition - cognition (knowledge, participate in the process of thinking and understanding, problem solving). The third principle is that the CLIL must activate cognitive, i.e. the cognitive abilities of the students in connection with the development of the basic skills of interpersonal communication, educational and cognitive linguistic competence.

4) Culture / Citizenship - Culture (the path to intercultural understanding and the growth of civil consciousness). Since the language, thought and culture are inextricably linked, the principle CLIL involves the ability to "act" in other cultures through learning the language of these cultures [8].

It is important to note that the concept of integrated education subject and language (CLIL) occurred on European sphere not by chance, but as part of the linguistic and cultural policy of a united Europe (European Commission's Language Policy), which is a multi-cultural and Multilingual community. This approach is partly based on the methodological principles of the concept "Immersion" ("language immersion"), recognized very important by the European Commission because it can provide students the opportunity to apply new language skills in the present, instead of learning the language now, apply later. In addition, language learning does not require extra hours in the curriculum, which is of particular interest for professional education [9]. It was decided by the European Commission to carry out the training of teachers for the learning of non-linguistic subjects in a foreign language [10].

An interesting fact is that in many European countries (Finland, Germany, France, Estonia, Belgium, Switzerland), bilingual classes are conducted with a primary or secondary school, and higher education is widespread practice of teaching the English language. This is largely due to the traditional bilingualism in many countries with a high degree of the population of the EU migration activity, i.e. it is geographically, historically and culturally conditioned phenomenon.

The practice of object-language integrated learning is a complex process and is implemented on many models. Researchers O. N. Burdakova, A. A. Jalalova and N.P. Raud (who is working in the field of CLIL), they note that it can be divided into 3 learning models in the framework of this concept (according to D. Coyle):

1) Multi-language training - more foreign languages used in the course of vocational training; universities (most prestigious, specializing in business and management) produce highly qualified professionals with knowledge of the scope of his professional activity in the native and foreign languages;

2) Accessories / Optional integrated teaching subject and language - the language is taught concurrently with other subjects; topics of special items are taken in English language classes, but the focus is on the development of thinking and cognitive abilities of students;

3) Subject courses including language support - training courses are conducted in FL for the simultaneous development of the subject and the acquisition of language skills [11].

If we draw an analogy with CLIL, the teaching of FL on non-linguistic specialties of universities in our country can be associated with the second model. Traditionally, education has two interrelated aspects - general language (GL - General Language) and language for specific purposes (LSP). In addition, FL training requirements in high school, aimed at the development of common cultural and professional competencies of students, most of all accord with the fundamental principles of the concept of subject and language integrated learning (4 "Cs"), as well as the principle of the so-called "linguistic triangle» CLIL (the language triptych), when at the same time the study and application of language involves several interrelated aspects - language learning (language of learning), language learning (language for learning) and through language training (language through learning) [13]. Thus, the various aspects of the language are studied depending on the targets and learning objectives at foreign language classes in Kazakh universities and training sessions on integrated subject and language in foreign educational institutions.

All above seems to us perspective in terms of the modernization of existing and development of new programs at foreign language for undergraduate, graduate students of the E.A.Buketov University.

Undoubtedly, the creation of courses and programs in the field of the LSP, and the selection of appropriate teaching materials is a complex process, as it is often aimed at the needs satisfaction of students of narrow areas, as in our case - "Chemical technology of inorganic substances" and "Biotechnology". Along with the lack of class hours which is devoted to study of foreign language, there is a problem with the manuals for these areas. As rightly pointed O.G. Polyakov, if GL trained largely "due to the established tradition of teaching, choice of a textbook recommended by the Ministry of Education and a more or less clear-cut stan-

dards, as well as tiered testing system, including international..., is profiled design-oriented courses for students of other areas takes a substantial and very important part of the teacher's duty". Another important point now is the lack of trained professionals (including teachers of the above areas), able to teach their subjects at foreign language.

In this regard, an interesting addition would be the third model in the implementation of CLIL concept at the level of higher professional (Master) and post professional education. Subject courses at foreign language would have been a good step in the professional and language training that would enable them to participate actively in international meetings and conferences.

Thus, the improvement and development of language courses and programs for undergraduates studying in the priority areas, as well as teachers of relevant disciplines with the aim of continuous improvement of foreign language based on an integrated socio-cultural and professional activity approach to learning a foreign language could contribute to the preparation of highly competitive professionals and further integration of Ye.A.Buketov University in the scientific community.

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Тіл мен пәнді кіріктіре оқыту тәсілі аясында шетел тіліне оқыту ерекшеліктері

Мақалада шетел тілін пән-тілдік кіріктіре оқыту тәсілі аясында оқыту маңыздылығы көрсетілген; жоо-ның тілдік емес мамандықтары студенттеріне шетел тілін оқытуда негізгі мәселелер қарастырылған, химия және биология бағыттары мамандарын болашақ мамандығына даярлаудағы басты қиыншылықтар анықталған. Мысал ретінде «Шетел тілі» пәніне бөлінген сағат санын есепке ала отырып, Типтік оқыту бағдарламасына сай 5B072100 — «Бейорганикалық заттардың химиялық технологиясы» және 5B010700 — «Биотехнология» мамандықтары алынған. Авторлар зерттелген мәселе бойынша қазақстандық және шетелдік ғалымдардың ғылыми әдебиет көздерін зерттеп, талдаған. Пән-тілдік кешенді оқыту тәсіліне анықтама берген, ол анықтама аясында жоғары кәсіби білім беру саласында бұл тәсілдің қолданылу келешегі қарастырылған. Авторлар шетел тілін оқу пәнаралық кешенді негізде құрылу қажет; білім беру студенттердің жалпы мәдени және кәсіби құзыреттіліктерін дамытуға бағытталу қажет деген тұжырым жасады. Ұсыныс ретінде CLIL тұжырымдамасын жоғары кәсіби білім беру деңгейінде жүзеге асыру мақсатымен пәндік курстарды шетел тілінде жүргізу ұсынылды, бұл мамандарды тілдік даярлауда жақсы саты бола алады.

Кілт сөздер: интеграция, кәсіби құзыреттілік, жалпы мәдени және кәсіби құзыреттіліктер, кәсіби коммуникация, тілдік емес мамандықтарға арналған шетел тілі, білім берудің аралық, жинақтаушы және анықтаушы кезеңдері, пән-тілдік кешенді оқыту әдістемесі.

Б.А. Жетписбаева, Г. Остдик, А.К. Кितिбаева

Особенности преподавания иностранного языка в рамках интегрированного подхода к языку и предмету

В статье показана значимость преподавания иностранного языка в рамках предметно-языкового интегрированного обучения; рассмотрены главные проблемы преподавания иностранного языка студентам неязыковых специальностей вузов, выявлены основные трудности подготовки будущих специалистов направлений «Химия» и «Биология» к профессиональной деятельности. В качестве примера приведены специальности 5В072100 — «Химическая технология неорганических веществ» и 5В010700 — «Биотехнология», с указанием расчета часов, выделяемых на дисциплину «Иностранный язык» согласно типовой учебной программе. Авторами изучены и проанализированы научно-литературные источники казахстанских и зарубежных ученых по исследуемой проблеме. Дано определение предметно-языкового интегрированного подхода, в рамках которого рассматриваются перспективы его применения в сфере высшего профессионального образования. Авторы пришли к выводу, что изучение иностранного языка следует строить на междисциплинарной интегративной основе; обучение должно быть направлено на развитие многокомпонентных общекультурных и профессиональных компетенций студентов. В качестве предложений с целью реализации концепции CLIL на уровне высшего профессионального образования предлагается проведение предметных курсов на иностранном языке, что являлось бы хорошей ступенью в языковой подготовке специалистов.

Ключевые слова: интеграция; профессиональная компетентность; общекультурные и профессиональные компетенции; профессиональная коммуникация; иностранный язык для неязыковых специальностей; переходный, накопительный и определяющий этапы обучения; методика предметно-языкового интегрированного обучения.